

# Nursery Autumn Term A - All About Me

## CLL

Enjoy listening to longer stories and can remember much of what happens. Read Peace at last and books about me and my family.

Pay attention to more than one thing at a time, which can be difficult.

Develop listening skills through listening to stories and following instructions.

Use a wider range of vocabulary. Teach new vocabulary when learning about naming body parts, clothes and Autumn.

Understand why questions

Begin to answer why questions about stories and autumn.

Sing a large repertoire of songs.

Sing a range of nursery rhymes, songs from other cultures, autumn songs.

Know many rhymes, be able to talk about familiar books and be able to retell a long story.

Sing a range of songs and retell a range of stories.

Use longer sentences of four to six words. Encourage children to talk about their families and themselves in family groups.

Understand and act on longer sentences.

Teach children to follow longer instructions.

Understand a question or instruction that has 2 parts.

Listening games, circle time and playing Kim's game.

Be able to express a point of view and to debate when they disagree with an adult or friends using words as well of actions.

Adults to model with puppets how to solve disagreements and debate. Children to do this independently during their play.

Use talk to organise themselves and their play.

## Literacy.

Sing songs and say rhymes independently.

Children to sing a range of nursery rhymes, and autumn songs.

Ask questions about books. Make comments and share ideas.

Children to be encouraged to ask questions and make comments about stories when reading in a small group.

Notice some print such as the first letter of their name and familiar logos.

Children to look for print in their local environment and at home.

Understand 5 key concepts about print: Print has meaning, the names of different parts of a book, print can have different purposes, page sequencing, English is read from left to right and top to bottom.

Children to be introduced to the 5 key concepts through several different books. Children to look at print in their local environment and at home.

Develop their phonological awareness: spotting and suggesting rhymes, count or clap syllables in a word and recognise words with same initial sound.

Phase 1 phonics. Children will recognise and continue rhymes, count and clap syllables and listen for words that have the same initial sounds. They will create their own alliteration phrases and listen to rhymes with alliteration. (Tongue twisters).

## PSED

Select and use activities and resources, with help when needed.

Explore the nursery during circle time. Talk about the resources available and how we use them safely. Model selecting resources during self-chosen activities.

Develop their sense of responsibility and membership of a community.

Children to take turns during snack time to be responsible for tasks. Children to talk about their families and their home community. Children to be responsible for tidying up tasks during tidy up time.

Become more outgoing with unfamiliar people and show more confidence in new social situations.

Children to build relationships with their key workers and become familiar with the routines of nursery.

Increasingly follow rules, understanding why they are important and remember rules without needing an adult to remind them.

Teach the children the rules during circle time and reinforce these during self-chosen activities.

# All about me

## UW

Use all their senses in hands-on exploration of natural materials. Go on an Autumn walk to Aston Park and look for the signs of Autumn. Collect and describe Autumn objects we found. Make prints with autumn objects in clay. Learn about the changes in Autumn.

Explore collections of materials with similar or different properties. Explore different leaves, bark, berries.

Talk about what they can see using a wide vocabulary. Talk about and compare the textures of objects.

Make connections between the features of their family and other families. Children to learn about their culture and Who am I? and my family - faith /culture / food / language / customs / celebrations. Children to talk about the features of their own family. Children to discuss how their family is similar and different to others.

Begin to make sense of their own life-story and family history.

Children to bring in photos from home and share special events in their lives. Parents to come in to talk to their children and support children to share their life stories with others.

Continue to develop positive attitudes about the differences between people. Read books and stories that reflect positive attitudes about the differences between people.

## EAD

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Children to freely explore a range of media and materials.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing control and complexity and detail such as representing a face with a circle and including details. Children to use mirrors to draw and paint themselves. Children to draw their family members and autumn objects.

Explore colour and colour mixing. Paint Autumn leaves and create different colours by only using primary colours.

Explore and experiment with different media and materials. Children to explore different media by making prints of Autumn objects. Use clay to create different textures and patterns. Create collages of Autumn animals and objects.

## PD

Start eating independently and learning how to use a knife and fork.

Children to use knives and forks with supervision.

Use a comfortable grip with good control when holding pens and pencils. Model to the children how to hold writing tools correctly and children to trace patterns.

Use equipment safely. Children to use a range of equipment such as scissors, climbing frame, bikes and scooters.

Use one handed tools and equipment Children to use a range of tools such as paint brushes, tweezers, glue sticks, dabbers, sponges, scissors and hammers.

Continue to develop their movement, balancing, riding.

Children to experiment with balls and bikes.

Go up steps and stairs or climb up apparatus, using alternate feet.

Children to climb on the climbing frame and climb steps on the climbing frame and when going to dinner.

Use large muscle-movements to wave flags and streamers, paint and make marks.

Children to dance using flags and streamers. Children to be encouraged to make large marks with paint and water.

## MD

Subitising - Fast recognition of up to 3 objects.

Children to look at 1, 2 and 3 objects and say how many there are without counting.

Recite numbers past 5 then count beyond 10.

Children to count by rote in different contexts.

Say 1 number for each item in order. Know the last number reaches when counting tells you how many there are in total. (cardinal principle)

Children to count objects saying numbers in the correct order.

Show finger numbers up to 5.

Children to link numerals with the amount of fingers.

Link numerals and amounts.

Children to show the correct number of objects for numbers up to 5.

## Phonics

Environmental sounds

Tuning into sounds. Listening for sounds around us. Seeing what sounds we can make with objects in our environment. Listening to different sounds and learning to copy them. Learning to sort sounds that are the same and different.

Instrumental sounds

Listening to the sounds of instruments, identifying when instruments sounds the same and when they are different. Learning how to play instruments in different ways to make different sounds.

Body percussion

Children to sing action songs. Children to experiment with how to make different sounds with their bodies. Children to experiment with moving indifferent ways in response to sound.